

## Re-thinking online education: definitions, frameworks, myths and future

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## Re-thinking online education

Beata Webb, Bond University, Gold Coast, Australia



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## Definitions, frameworks, myths and future...

1. My experience with online teaching: Introduction
2. The world **megatrends** and online education
3. Rapidly changing concepts and need for new **frameworks**
4. **Myths** and online education
5. The **future**?



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## Paul Robertson

'Everybody is talking about online education but nobody knows how to do it.'

- University of Mataram, Lombok, 2016



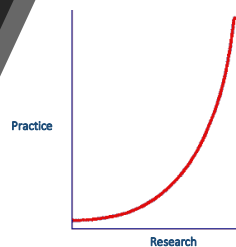
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My 'doing it' started in 2012:  
TESOL programs  
at Bond University

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## Me Exponential growth

- Research and practice
- New technologies
- New applications
- New ways of doing different things



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## What do the TESOL programs develop?

- the theoretical knowledge and
- practical skills for Teaching English to Speakers of Other Languages (TESOL)



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## Who are the TESOL programs for?



### 01

If you are a **TESOL teacher** and wish to extend your qualifications

### 02

If you are a **teacher of other subjects** and would also like to teach English as a Second Language

### 03

If you **plan to teach** English as a Second Language but have never done it

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## How is it taught?

Program delivery:


1. In **the brick-and-mortar** classroom and
2. Through educational digital technologies: Blackboard Learning Management System + Bb Collaborate Ultra



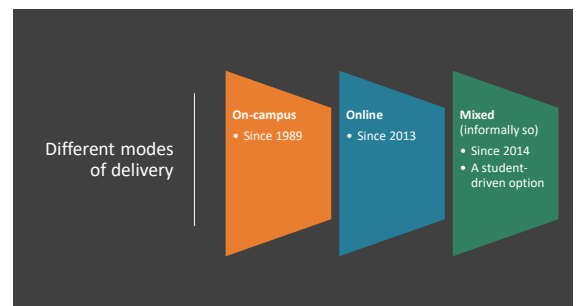
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## Language Teacher Education: TESOL Programs: 3 semesters in 1 year

Graduate Certificate in TESOL (1 semester)	Master of Arts in TESOL (3 semesters)
On-campus	On-campus
Online	Online



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### 1. On-campus

- 3 hour weekly interactive face-to-face sessions per subject
- lecture & seminar together
- Plus Contact with lecturer: office hours and beyond



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- 2 hours of weekly interactive sessions using Blackboard Collaborate Ultra
- Min. 1 hour of work: pre-recorded materials
- In total: Min. 3 hrs **contact** per week per subject
- Plus Contact with lecturer: office hours and beyond

### 2. Online

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## 2012-13- what I had to start learning

more about how to manage the systems: content, technology,

- where is the whiteboard??

to rethink how I reach the teaching and learning objectives

- *Interact ... How? Pairwork/groupwork...how? Good classroom management...how? Building communities....how?*

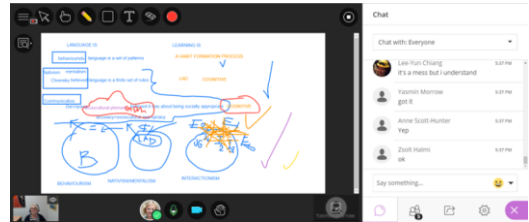
to understand a different student cohort

- *cohesively work full-time and have families*

**Find different ways of implementing the same beliefs, philosophy achieving the same outcomes**

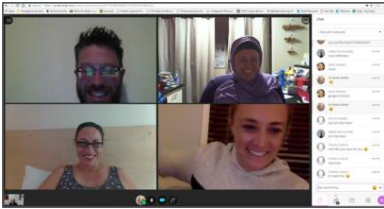
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Discovery 1: A great level of **interactivity** in content delivery thanks to the Collaborate Ultra



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Content delivery: what the students say



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Discovery 2: and a great level of **collaboration, relationship building, personal involvement**



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Learning and social community: what the students say



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How does online education fit into the bigger picture?

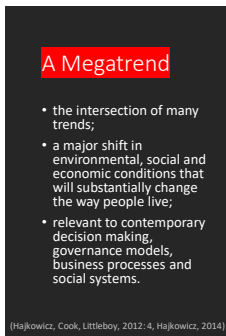
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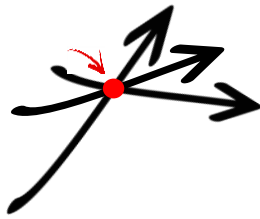
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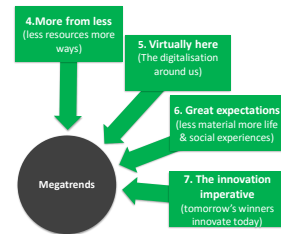
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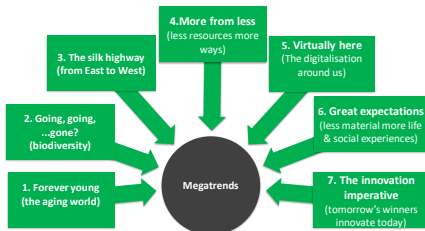


World megatrends & online education:  
going to a fortune-teller; only through science



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World megatrends & online education:  
going to a fortune-teller; only through science



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Megatrends and online education



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## Megatrends & Bond programs



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1. Australia: 1.3mln students at universities; 410,000 (31.5%) online
2. Globally: 77.84% of respondents reported having taken online courses in the past
3. 2015: the e-learning market was worth \$166.5 billion, with the estimates of growth to \$255 billion by 2017

Three facts...and yet...



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## Two challenges for research: Talking to Alicia

1

How do we describe it:  
Finding new terms and concepts

2

How do we construct programs  
to address challenges



1. Old terms new concepts

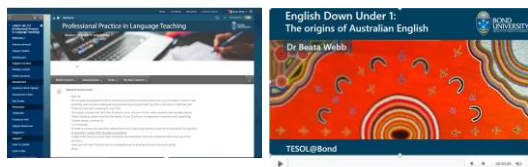
**Traditional** versus online

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## Synchronous versus Asynchronous

- Learners learn any time, learning and teaching happens at different times
- Pre-recorded Mixes and videos of lectures, recorded online tutorials, digital resources



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## Synchronous versus asynchronous

Teaching and learning happens at the same time  
Live on campus  
Live online



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Old terms new concepts  
**online** versus **face-to-face**?



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We found one!  
**Online** versus **brick-and-mortar** classroom

(Webb & Vallero, 2017; Daphne Koller, 2015)



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•The way  
 we use technology  
 blurs  
 these definitions

In search of a **new framework** for  
 developing quality (O&BM) education  
 programs which address the **challenges**

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## 2. Challenges of online education

- Institutions
- Student experience

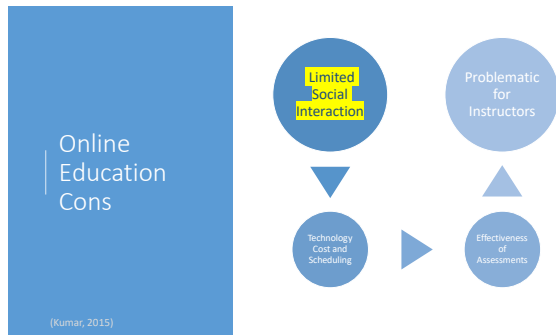
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Institutions:  
 globally and  
 across  
 educational  
 levels

- 'Online learning cannot offer human **interaction**.'
- 'Not even the best online course can fully replace the **personal contact** with a teacher, or the **human relationships** that develop in a group.'
- 'Online courses may create a sense of **isolation**'
- 'Little or **no face-to-face interaction**'
- 'No face to face meetings'

<https://learningindustry.com/advantages-and-disadvantages-of-online-learning>; Florida Teacher Certification Examinations, 2013: 451; <https://www.peterson.com/college-search/5-disadvantages-to-consider-about-online-education.aspx>; <https://www.montgomerycollege.edu/distance/faq/disadvantages/>; <http://www.greatschools.org/colleges/faq/advantages-disadvantages-of-online-learning/>

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Isolation

Academic challenge

Ownership

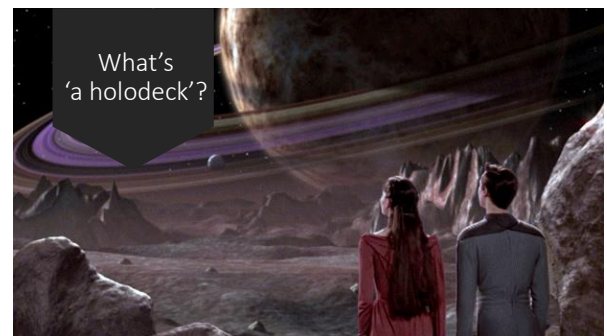
Acquiescence

2. Looking for a learning environment framework that embraces the new concepts

- *Doing research: do we know what it is yet?*
- All referred to Learning Environments (many political references from)
- Most on learning environments with a connection with technology, to blended learning etc.
- Many pointed to problems of implementation
- Many written by IT experts; great frameworks and graphics of these, but we couldn't understand them
- Koper (2000): "the term 'learning environment' has been widely used but it has rarely been defined."

(Webb & Vallero, 2017)

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What happens in 'a holodeck'?

"On board Star Trek's USS Enterprise, there was a room where Lt. Commander Data could experience the world of Sherlock Holmes. Lt. Worf enjoyed cowboy adventures with his son and Captain Jean-Luc Picard relaxed while roleplaying as private detective Dixon Hill."

<https://www.youtube.com/watch?v=co6w7v2f5wM>

Thornburg, 2013. <http://thornburg.com> (copy of their description with the holodeck may be older, so really, than you think)

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(Webb &amp; Vallero, 2017)

### From the Campfires to the Holodecks

Learning environment as a pedagogical setting:

The four elements

The framework we love: Thornburg (2013)

(Webb &amp; Vallero, 2017)

01	02	03	04
Campfires	Watering Holes	Caves	Life

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## Learning Space 1: Campfires

- **The home of didactic presentation of material**
- Early campfires: home to storytelling
- A place where people gather to hear stories told by others
- Storytellers were the keepers of knowledge
- Teachers are arbiters of knowledge
- The home of lectures



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## Campfires: Learning space 1 and its elements in the Bond programs

Learning space	Examples of resources	Examples of activities
<b>Campfires</b> Online or physical classroom	<ul style="list-style-type: none"> <li>• <b>Synchronous:</b> <ul style="list-style-type: none"> <li>• Lectures: live on campus</li> <li>• Lectures: live online</li> <li>• Observations of language lessons in BUC</li> </ul> </li> </ul>	Diverse range, work individually, in pairs/groups, whole class watch, listen, note-take, interact with materials, teachers, other students
	<ul style="list-style-type: none"> <li>• <b>Asynchronous</b> <ul style="list-style-type: none"> <li>• pre-recorded lectures (subject or experts)</li> <li>• Pre-recorded language lessons</li> <li>• Internet resources</li> </ul> </li> </ul>	

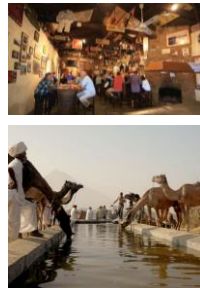
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## Learning Space 2: Watering holes

- **A place of social learning among peers**
- Social learning as a dominant activity in societies
- Conversations not lectures
- Watercooler, Photocopier, Lunchroom?
- Vygotsky: the zone of proximal development triggered by social interaction
- McLuhan: close the universities and go to pubs (inThornburg, 2013, p.18)
- Conversation groups: 3-4 members

(Webb &amp; Vallero, 2017)



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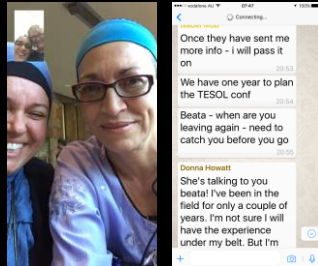
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## Bond virtual watering holes and outcomes

Chatroom in  
Virtual classroom,  
texting during  
class,  
WhatsApp group,  
Facetime



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## Online Students about online TESOL program

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5.2 Online students on  
online education

Donna



'I love the **interactivity** of the classroom.'

'I'm also loving that **collaboration with my teammates**, with my classroom.

You know, with the other students in there I feel like **I've got a good relationship with them**, when I see other students when I see Katie as well I genuinely (and Charles... *Donna laughs*) I genuinely get... **I am really excited like, you know, I belong there... that's where I belong... with those other people who are part of this class too.**

And **you kind of get to know them beyond just the classroom even though we are in a classroom** (even Charles... *Donna laughs*).

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5.2 Online students on  
online education

Katie



'For me, part of getting back to study and getting back to education, was to socialise...socialisation...

Part of it was to go and meet people and have adult conversations and, be a grown-up and get my brain working again... **One of the disadvantages I ... this is disadvantages I forswore... Was that I wouldn't have an interaction with incredible people that I have in the classroom...** up to that point...

**That actually ... flipped.**

I found that the people that I ... Donna, Beata, Charles ... weird people (*laughs*) ... the people that I interacted with in my online class I have a **better relationship ... I have more in common with and they're incredibly interesting people because they've got a history as to why they're not on campus ... and they are all the same age and they are not easily making the things...**

**Everybody's gone way way out of their way to reach to become the people that they're becoming through education so I felt the richness of the people in the collaborate classrooms (...)** so deep and ... **I felt a real connection with the... with the online classes and,**

**because you're in their homes... (...)** You get a connection with their personality and their lives and their family and their story ... **which I think (...)** is the extra level of personal in a collaborate classroom and, another level of deep (...)

I am getting emotional...'

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Learning Space 3:  
Caves

- **Home to reflective learning**
- Home to cognitive construction of understanding
- Depending on the learner, it can be a solitary one
- Not just giving the learners 'with reflective time or special place, it is giving students something to reflect on' (Thornburg, 2013, p.27)
- A curricular challenge because if you're reflecting, others may think you're not working



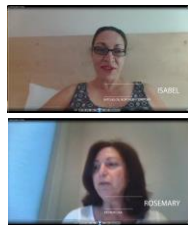
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Caves and Life: Learning spaces 3 & 4 and  
their elements in the Bond programs

Learning space	Examples of resources	Examples of activities
<b>Caves</b> Anywhere Anytime	<ul style="list-style-type: none"> <li>• <b>Asynchronous</b></li> <li>• Personal reflection on the campfire and watering hole content</li> </ul>	Reflective learning, self-tests and quizzes
<b>Life</b> Online or physical classroom	<ul style="list-style-type: none"> <li>• <b>Synchronous:</b></li> <li>• Using teaching resources</li> <li>• <b>Asynchronous</b></li> <li>• Developing teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching strategies and activities</li> <li>• Lesson Planning</li> <li>• Reflecting on teaching</li> <li>• Working with supervising teacher</li> <li>• Working with peers</li> </ul>

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Caves: Learning spaces 3 in the Bond programs:  
campus, home, hotel: anywhere anytime

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## Learning Space 4: Life

- **This is where the learners demonstrate that they know what they have learnt**
- Meaningful application of the things they have learnt
- Learner continues the learning process through applying what they have learnt in authentic situations and sharing the application with others (Thornburg, 2013)
- It ties all other elements



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### Life: Learning spaces 4 in the Bond programs

- Preparing for teaching and
- teaching



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### From the Campfires to the Holodecks

OBM simple framework crossing boundaries between Online and Brick & Mortar

Thornburg (2013)



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The future..wait...What many still see

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The way I see the future...

- "But enough about me, let's talk about you... what do YOU think of me?" (CC Bloom, in the movie 'Beaches', 1988)
- "But enough about me, let's talk about you... How do YOU see the future?"

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?

How do others see the future?

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### Meet Jill Watson and her dad

- Professor Ashok K. Goel, Computer Science and Cognitive Science, Georgia Institute of Technology, Atlanta, Georgia, the United States
- Jill Watson's dad
- Master of Computer Science (Online)
- Spring 2015: 350 students posted 10,000 messages
- What if....

<https://www.youtube.com/watch?v=H8CgUd7TA>



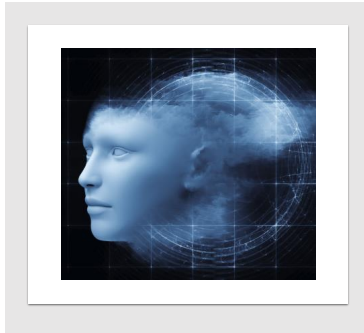
ASHOK GOEL

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## About Jill

- Jill Watson, a teaching assistant
- Jill assists Professor Ashok Goel,
- Jill started working in January 2016 as a new class started with about 350 students

<http://www.news.gatech.edu/img/058051/original>  
<http://www.news.gatech.edu/2017/01/10/jill-watson-round-three>

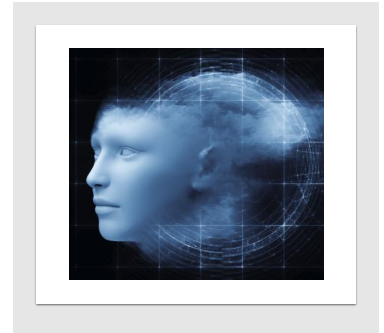


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## About Jill

- Jill Watson, a teaching assistant
- Jill assists Professor Ashok Goel,
- Jill started working in January 2016 as a new class started with about 350 students
- At first, she was not that great..
- Jill interacted with 400 students, 97% accuracy

<http://www.news.gatech.edu/img/058051/original>  
<http://www.news.gatech.edu/2017/01/10/jill-watson-round-three>



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**Dr. Simon Eassom**  
 Philosopher, Educator and Futurologist,  
 Global Education Industry Strategy and  
 Solutions Leader  
 IBM

- Cognitive technologies/artificial intelligence (AI)
- Smart agents, IBM's cognitive computer Watson
- Find information: whatever, whenever
- "AI will manage the end-to-end student experience"
- Re-thinking universities
- Watson outside the US., 2018!

## The full circle of education

(Eassom, 2017; Darwin Bb TLC)

Watson, 2011  
<http://www.ibm.com/watson/sponsored/2011/01/05/ask-ashok-what-watson-can-do>  
 (Accessed 10/01/2017)

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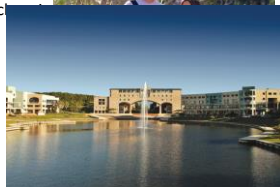
## Future: Going the full circle of education

- The past and future of education
- Personalisation through cognitive technology
- Dr Simon Eassom:
- "We will go full circle with education"
- Professor Ashok Goel:
- "I envision a future in which all of us will have access to teaching the systems like Jill Watson anytime, anywhere for any task. I envision a future in which education will be affordable, and not only accessible to all but teaching and learning will also be personal and fun"

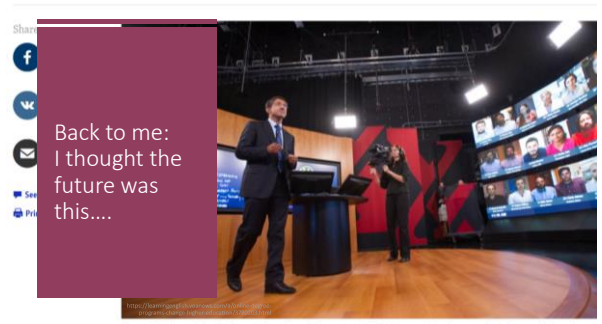
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## Rethinking universities

- Daphne Koller: universities will have to change
- It is already happening
- Traditional role of universities is changing



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What I see: one classroom for all!

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What does it mean?  
Back to basics?

Old style teaching?



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What does it mean?  
Back to basics?

- Classroom
- Students
- Teacher
- Board
- Chalk
- All in one space



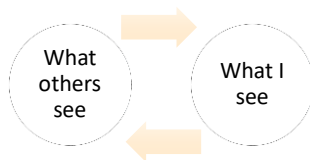
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Future is already here:  
working with the Surface Hub

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To conclude



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1. What others see:

- Artificial Intelligence/cognitive technologies
- personalisation and involvement through cognitive technologies



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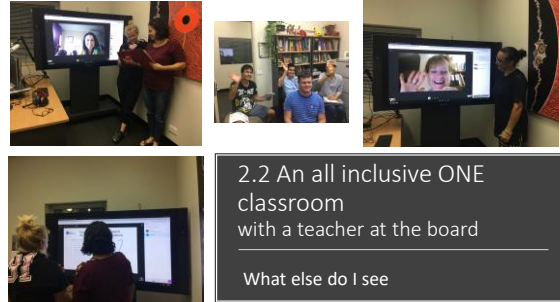


## 2.1 What I see

- I see what others see but also
- The holodeck programs: a universal framework
- Personalised, collaborative, interactive, and personal



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## 2.2 An all inclusive ONE classroom with a teacher at the board

What else do I see

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